

Wisconsin Standards for a Quality Program in Health Science Occupations Education

Program Self-Evaluation, Improvement, and Goal Setting Tool

Category, Standard, Quality Indicators	Meets the Standard	Approaches the Standard	Does Not Meet the Standard	Documented Evidence	Remarks
Quality Educator(s)					
Standard 1 The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.					
1.1 Holds a current teaching certificate, such as, <ul style="list-style-type: none"> 911 Health Science Occupations Educator license Wisconsin Career and Technical Education (CTE) non-renewable professional educator license Wisconsin CTE five-year renewable master educator license 					
1.2 Holds relevant medical health care training and maintains certification					
1.3 Maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate					
1.4 Trained in supervision of work-based learning					
Standard 2 The educator(s) actively participates in relevant professional associations and is engaged in continuous professional development such as HOSA and HOPE and has an improvement plan for continuous professional development.					
2.1 Prepares and follows a professional development plan that demonstrates increased proficiency and reflects the Wisconsin Teacher Standards					
2.2 Focuses professional development in areas of most need					
2.3 Participates in technical and professional development activities to update content knowledge and skills					

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2.4 Participates in teacher job shadows, externships related to assigned teaching areas, and expanded teaching opportunities to remain current in health care					
2.5 Maintains membership and participates in professional organizations at the local, state, and national levels					
2.6 Participates in training and staff development in effective teaching/learning strategies for diverse and special populations					
2.7 Critically examines own practice and continues to learn throughout career					
2.8 Participates in and promotes community service programs					
Program Planning					
Standard 3 The program has a vision/mission statement that is in alignment with state and national as well as the school district's vision and mission.					
3.1 Includes purpose and goals established for the program area					
3.2 Aligns program with post-secondary education					
3.3 Reflects the needs of <i>all</i> students, the labor market, and the community					

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Standard 4 The curriculum is in alignment with the <i>Wisconsin Model Academic Standards</i> , National Health Care Core Skills Standards, and Health Science Occupations Career Cluster Pathways and incorporates the academic subject matter required for proficiency in the area.					
4.1 Plans and sequences courses of study with clearly defined instructional objectives					
4.2 Uses skills standards portfolio developed at the state level					
4.3 Engages students in a program with specific activities designed to enhance basic skills and integrates knowledge across curriculum areas					
Standard 5 A comprehensive program includes three components: classroom instruction, site-based experiences or practicum under the supervision of licensed or other health professionals, and HOSA as the career and technical student organization.					
5.1 Offers opportunities for students to participate in career exploration activities					
5.2 Enrolls students in both a related class and supervised employment simultaneously; provides standards-based classroom instruction and workplace supervision					
5.3 Offers mentor training to enhance student success in work-based learning					
5.4 Provides students with opportunities to participate in leadership development, community service, and volunteer activities through HOSA					

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5.5 Uses work-based curriculum driven by industry-determined standards/competencies					
Curriculum, Instruction, and Student Assessment					
Standard 6 The scope and sequence of the curriculum is based on current occupational trends, industry standards and certification, and recognized educational practices that are researched.					
6.1 Provides <i>all</i> students with opportunities for full participation and equal access to entire spectrum of health care education programs and services without discrimination					
6.2 Provides for individual student learning needs with consideration of student abilities based on diagnostic information					
6.3 Uses alternative delivery systems with multiple opportunities for student success including instructional materials and strategies tailored to varied learning styles and needs					
6.4 Attracts and accommodates diverse and special populations continuously and ongoing					
6.5 Provides diverse and special populations with the necessary support services to be successful in the curriculum					
6.6 Uses curriculum that is developmentally appropriate and gender and culturally neutral					
6.7 Offers courses that are based on enrollment trends, student interest surveys, and employment needs					
6.8 Offers courses that reflect current, new, and emerging occupations					

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including awareness					
Standard 7 The scope and sequence of the 6-12 curriculum starts with a solid foundation established at the middle school level and expands into comprehensive course offerings at the high school level.					
7.1 Develops a specific career path by mapping of courses from elementary to middle to high school					
7.2 Coordinates academic and elective classes with a career path in mind					
Standard 8 The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.					
8.1 Makes available articulated classes and youth options to the student in planning a career path					
8.2 Provides an opportunity to exchange ideas with the district through strategies for networking with post-secondary institutions					
Standard 9 The career and technical student organization, HOSA, is co-curricular and a valued, integral component of the program.					
9.1 Provides the opportunity for student participation in HOSA activities at the local, regional, state, and national levels					
9.2 Operates HOSA under the supervision of the health science occupations educator(s)					
9.3 Garner administrative recognition and support for HOSA					

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9.4 Utilizes resources provided for the students and the health science occupations educator(s) to participate in HOSA activities					
9.5 Develops in collaboration with students an annual program of activities supporting achievement of curriculum competencies and based upon the goals, objectives, and curriculum of the program					
9.6 Provides opportunities for learners to gain leadership skills, team building skills, employability skills, interpersonal skills; provides opportunities in service learning and volunteerism					
Standard 10 The educator(s) collaborates with educators from other disciplines to encourage the development of leadership and fellowship capabilities in students. This combination of people skills and technical skills will enable students to serve as effective members of a health care team.					
10.1 Encourages a holistic education so students will be adept in reading, speaking, and math skills					
Standard 11 Standard-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.					
11.1 Shares program and/or course objectives, assessment methods, and performance expectations with students and parents/guardians prior to instruction					
11.2 Uses assessments that reflect the state skills standards in each health care area					
11.3 Uses assessments that are free from bias or offensive references; maintains consistency in scoring					

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11.4 Analyzes student progress on a regular basis					
11.5 Gives positive feedback and provides retraining when needed					
Standard 12 The program offers certified workplace learning options for students.					
12.1 Provides work-based learning opportunities that include, but are not limited to, mentoring, internships, job shadowing, work programs, and youth apprenticeships					
12.2 Offers job shadowing to cover skills standards competencies					
12.3 Provides an orientation for students to cover confidentiality, safe workplace, and emergency procedures					
Program Evaluation					
Standard 13 The program is evaluated at regular intervals and recommendations are used for continual improvement of the program.					
13.1 Collaborates at the state level for feed back on effectiveness of programs from teachers statewide					
13.2 Evaluates the completion of state skills standards based on number of completed certificates awarded and feedback from instructors					
13.3 Evaluates if program was accessible for completion throughout the state					

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Quality School(s)					
Standard 14 The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.					
14.1 Incorporates team building activities into curriculum					
14.2 Teaches students to set goals in the classroom and on the work site					
14.3 Evaluates goals per semester					
Standard 15 The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and improve student achievement and career development.					
15.1 Encourages students to attend health career fairs					
15.2 Promotes students attendance at in-service training at the work place					
15.3 Works with other CTSOs to encourage cooperation and promotes a positive school atmosphere					
Standard 16 Opportunity is incorporated into courses at all levels to explore careers, to develop skills needed to make informed decisions, and to be exposed to informational technological skills and knowledge required of health career specialties.					
16.1 Promotes professional development through health care professional speakers					
16.2 Provides curriculum with hands-on activities					

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Parent and Community Involvement					
Standard 17 The program includes establishment of collaborative relationships and partnerships with faculty, parents, supporters, and advisory council members to maximize student achievement and career development.					
17.1 Establishes specialized skills not met in the classroom through outreach programs and field trips					
17.2 Individualizes mentoring and shadowing experiences to meet student needs					
17.3 Highlights career areas through field trips					
Standard 18 The program reflects the needs of the community through advisory councils that include community members from the health care profession as well as the educational profession.					
18.1 Uses an active advisory council that: <ul style="list-style-type: none"> follows a written program of activities and maintains a record of all meetings maintains membership appropriate for the program area identifies CTE needs of students, the school, and the community assists in assessing present and perceivable needs of the area labor market participates in the development of community understanding and support of CTE 					

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18.2 Utilizes community partnerships as resources to assist in program improvement					
18.3 Uses local businesses as work sites for work-based learning opportunities					
18.4 Includes strategies for generating, maintaining, and strengthening work sites					
Resources					
Standard 19 The vision/mission of the program is supported by facilities, equipment, technology, and operating budget.					
19.1 Develops a long-range plan in each community based on local budgets; provides input for determining the program budget					
19.2 Enriches the curriculum by using resources in the community					
19.3 Uses established procedures for periodic updating and replacement of instructional materials and equipment					
19.4 Maintains an inventory of equipment for the program					
19.5 Uses the district-wide technology plan that is periodically revised and that provides strategies to address curriculum/technology updates, instructional materials, equipment and supplies acquisition, budget development, and an advisory council					

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Standard 20 The quality of the instructional program, which includes site-based experiences or practicum, is enhanced by the use of community leaders, resources, facilities, and licensed or other health professionals.					
20.1 Takes training in safe environment with certified instructors					
20.2 Promotes students passing state/national exams when required					
Legal Requirements					
Standard 21 Program operation is in compliance with all state and federal laws and regulations.					
21.1 Strictly enforces child labor laws					
21.2 Ensures students meet standards of health care facilities					
21.3 Ensures work sites are in compliance with state and federal regulations					